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ABSTRACT

A North Carolina State University study compared college freshmen who lived in campus residence halls, off-campus with their parents, and off-campus but not with their parents. Changes during the freshman year were compared on the following areas: educational goals, career plans and goals, political views, opinions on college-related issues, participation in selected activities, preference for housing arrangements, religious preference, and need for special assistance in academic areas. Findings include the following: freshmen who lived in campus residence halls were not more likely than off-campus students to change the level of their educational goals; changes in political views were not related to residence, but freshmen who lived with their parents were less likely to report a liberal political viewpoint at both the beginning and end of the freshman year; changes in career plans were not related to residence; preparing for a career or a good job after graduation was the most important educational goal for all three residence groups; and off-campus freshmen were more likely than on-campus freshmen to report they needed help but did not seek it out. (SW)

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COMMUTING VERSUS RESIDENT FRESHMEN AT NCSU

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Summary of

Commuting Versus Resident Freshmen at NCSU

The following study compares freshmen year development of NCSU students who lived in campus residence halls, off-campus with their parents, and off-campus but not with their parents. Changes during the freshman year for each of those groups are reported in the following areas by comparing responses collected from the NCSU Freshman Survey prior to entry and at the end of the freshman year:

1. educational goals;
2. career plans and goals;
3. political views;
4. opinions on college related issues;
5. participation in selected activities;
6. preference for housing arrangements;
7. religious preference; and
8. need for special assistance in academic areas.

Major findings of the study are:

1. Freshmen who live in campus residence halls were not more likely than off-campus students to change the level of their educational goals. For all groups combined a majority of students did not change their goals, and at the end of the freshman year, close to 45% still planned to complete an advanced degree.

2. Changes in political views were not related to residence; however, freshmen who lived with their parents were less likely to report a liberal political viewpoint at both the beginning and end of the freshman year.

3. While over one-third of all freshmen reported a change in their career plans during the year, this type of change was not related to residence. On-campus residence hall students, however, were more likely to become certain about their selection of an academic major.

4. Both initially and at the end of the year, preparing for a career or a good job after graduation was the most important of several educational goals for all three residence groups. For on-campus residence hall students, personal development became more important during the year than was true for off-campus students.

5. Among a variety of campus events and activities, on-campus residents who had never attended a symphony concert were more likely to attend a symphony during the freshman year than off-campus freshmen.

6. Although the need for help in selected areas was substantial for all groups, off-campus freshman were more likely than on-campus freshmen to report they needed help but didn't seek it out.

COMMUTING VERSUS RESIDENT FRESHMEN AT NCSU

In one of the most comprehensive treatments on the subject, Chickering provides the following comparison of the developmental progress of college students who lived in campus residential settings with those who commuted:

> *Residents, in response to immersion in a college environment, change most during the first two years. They decelerate and may even slightly regress after that, as they move back toward the home culture as graduation approaches. They change most quickly in the nonintellectual areas where the differences between high school and college are greatest. And change in intellectual areas accelerates as college courses and patterns of study become more challenging. In contrast, commuters' change is slower. They are constrained by internal conflicts and by pressures from parents, peers, and prior community. These constraints operate with least force for intellectual development, where the college experiences of commuters and residents are most similar. Thus the commuters more quickly approximate the scores of residents in the intellectual area. But because substantial differences exist, and persist, in the range of noncourse experiences and interpersonal relationships, nonintellectual changes occur more slowly. Beginning college with fewer advantages than resident students, commuters as a group slip further and further behind residents despite these changes. And, as a consequence, college has the effect of widening the gap between the have-not students and the haves.*[1]

Since Chickering's study is based on data from a nationwide sample of institutions, the extent to which the above conclusions are true for an individual campus cannot be determined. The following study of freshmen at North Carolina State University (NCSU) was thus designed to provide some initial insights into the developmental process of NCSU freshmen who lived in residence halls as it compares to that of freshmen who lived off-campus. Unlike Chickering's study the following report includes only development through the freshman year.

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[1] Arthur W. Chickering, Commuting Versus Resident Students (San Francisco: Jossey Bass, 1974), p. 44.

Method

This study was designed to compare changes occuring during the freshman year in selected areas among freshmen who lived in campus residence halls, off-campus with their parents, and off-campus but not with their parents. Throughout the study these groups are referred to as on-campus, parents, and off-campus, respectively.

To assess change, responses to a series of questions from the NCSU Survey of Entering Freshmen were compared to responses to the same questionnaire collected at the end of the freshman year. Approximately 85.3% of the freshmen who entered NCSU in fall, 1975 completed the freshmen survey, and from this group 520 freshmen were selected at random and asked to complete the follow-up of the same survey at the end of the freshman year. Approximately 61% of the sample responded to the follow-up survey. Respondents were classified into one of the three residential groups on the basis of where they had lived during the freshman year or where they had lived during the majority of the year for those who lived in more than one setting.

The initial survey collected data in the following areas:

1. educational goals;
2. career plans and goals;
3. political views;
4. opinions on college related issues;
5. participation in selected activities;
6. preference for housing arrangements;
7. religious preference; and
8. need for special assistance in academic areas.

The follow-up survey included the same questions revised to summarize participation in selected activities and actual need for assistance during the freshman year. Responses for each individual who completed both surveys were compared and the resulting changes presented in the following format.

Format for Data Presentation

Each table in this report is constructed to indicate the percentage of each resident group who reported change in a specified direction on each question. In tables 1-8 change is considered as movement along a scale of possible responses

and is shown by the proportion who changed from one category of response to another, e.g., the percent who reported a more liberal political view or the percent who did not have a particular career goal in mind at the beginning of the year, but who did so at the end of the year. Since the format described above does not include the initial and final level of response, these percentages are also shown in each of these tables except those with yes-no responses. Taken together, these two areas of information give a complete picture of what each group looked like initially and how they changed. For example, in Table 1, 47.8% of the off-campus students planned for an advanced degree initially; 17.5% raised their goal, and 26.3% lowered their goal during the year, resulting in a total of 44.3% planning for an advanced degree at the end of the year. Tables 1-8 can be read in a similar fashion.

Table 9 summarizes initial and follow-up responses only, and Table 10 shows the percentage who reported a need for assistance in selected areas during the freshman year. This latter table includes follow-up responses only and thus reflects actual needs rather than expected need as reported on the initial survey.

For all tables, comparisons among "off-campus", "parents", and "on-campus" have been tested for statistical significance and identified on those tables in which the difference is significant at the .05 level.

Finally, for the reader who wishes to evaluate changes for the freshman class as a whole, a weighted total column has been computed and is presented in each table.

Results

Educational Goal (Table 1)

Proportions of students planning to complete an advanced degree (master's or doctorate) changed very little between the initial and follow-up surveys. Even though differences shown in this table were not significant, the "off-campus" and "on-campus" groups initially reported higher goals than the "parents" group and then tended to lower those goals while the "parents" group raised theirs during the year. "Off-campus" freshmen were more likely to report some change (43.8%) compared to "parents" (31.4%) and "on-campus" (30.3%). These results

do not permit the conclusion that freshmen who lived in any one of the three residential groups were more likely to change their planned level of education that were students in the other groups. Educational goals reported at the beginning of the freshman year thus remain unrealistically high when compared to the percent who other studies have shown actually complete their undergraduate program and enter graduate school.

Political Views (Table 2)

For each of the three groups, proportions of students who changed to a more liberal political view were about the same as those who changed to more conservative view. Even though there was no overall change for each of the groups, there were some initial differences. "Off-campus" freshmen were more liberal than the other two groups and "on-campus" freshmen were more liberal than the "parents" group. Political view at the end of the year does not appear to be related to freshman year residence but can be related to initial differences among the groups. As a group, a majority of all freshmen retained a moderate political view.

Career Plans or Goals (Table 3)

At the end of the freshman year, eighty-five percent of all the students had a particular career plan or goal in mind, with more than one-third of the freshmen having made this decision during their first year at NCSU. Initial responses as well as amount of change were essentially equal for the three residence groups. For 42% of the off-campus group, 50% of the parents group, and 33% of those who lived on-campus, the career goal at the end of the year was different from their career plans when they entered. Considerable change in this area appears to occur during the freshman year and the change was in the direction of identifying and refining career plans. Those changes, however, do not appear to be related to freshman residence.

Choice of Major (Table 4)

Approximately one-half of the freshman in each group reported that they were certain about their choice of a major on the initial survey. During the year this percentage increased slightly for "off-campus" students and decreased slightly for

"parents"; however, for "on-campus" freshmen it increased significantly. Overall, uncertainty about major was diminished very little during the freshman year and remained a concern for close to half of all freshmen.

Importance of Selected Goals (Table 5)

Both on the initial and follow-up survey, preparing for a career or a good job after graduation was the most important of several educational goals for all three residence groups. (Ranked very important by approximately 9 of 10 students.) Another important goal was personal development, and for "on-campus" students, the proportion who said this was very important was significantly higher at the end of the year than at the beginning. Development of residence hall programming which stresses personal development may have accounted for this difference which was not seen for the other groups. Similarly, a significant increase for the "on-campus" group was found for the goal of "developing an ability to write and to speak clearly, correctly, and effectively". The only other significant changes were declines in importance of the goals of "developing an ability to think critically and to understand the origin, nature and limitations of knowledge" and "developing an understanding and appreciation of science and technology" for "off-campus" students. With these exceptions, changes in importance of goals were minimal and not related to residence. "Developing an appreciation and enjoyment of art, music, and literature" and "understanding different philosophies, cultures, and ways of life" remained the least important goals with approximately 2 of 10 students reporting those as very important on both surveys.

Agreement With Selected Issues (Table 6)

Agreement with a variety of issues changed very little during the freshman year for all residence groups. The one exception is "colleges would be improved if organized sports were de-emphasized", about which all three residence groups expressed significantly more agreement, but this difference was significantly larger for "off-campus" than for "on-campus" students. Agreement was high that "women should receive the same salary and opportunities for advancement as men in comparable positions" and that "faculty promotions should be based in part

on student evaluations", while agreement remained low that "college students attending public universities should pay a greater proportion of the cost to educate themselves" and that "open-admissions should be adopted by all publicly supported colleges".

Participation in Selected Activities (Table 7)

When participation in activities during the senior year in high school (reported on the initial survey) was compared to participation in the same activities during the freshman year at NCSU, significant differences among the groups were found for two activities. Students in the "parents" group who had not attended a play, musical, or outdoor drama prior to entry were less likely to participate in this activity during the year than were these same students in the "off-campus" and "on-campus" groups. In fact, none of the students in the former group changed from "no" to "yes" on this activity while 12.8% and 10.9% of the other groups did so. The second activity of significant difference was attending a symphony concert for which "on-campus" students were much more likely to change from "no" to "yes" than was true for "off- campus" freshmen.

Although there were no other significant differences among changes for the three resident groups, several other interesting results can be noted in Table 7. One observation is that with the exception of "visiting an art exhibit, gallery or museum" (total = 58.7%) and "attending a play, musical or outdoor drama" (total = 50.9%) participation in these activities during the freshman year is relatively low. Approximately 30% attended a symphony concert; 23% participated in craft activities; 20% did painting, sculpture, or etching; and lower percentages were involved in the remaining five activities.

A major concern in this area is the extent to which students with no previous experience become involved in each of these activities. One goal of the NCSU experience is to expose and introduce students to cultural activities of this type. In Table 7 the proportions who changed to "yes" and who remained "no" provide this information. In two activities, "visited an art exhibit, gallery, or museum" and "attended a play musical or outdoor drama", the proportion of students with no experience who did participate during the freshman year is relatively close to the percent with no experience who did not participate. In

other words, close to one-half of those without prior involvement reported some involvement while at NCSU. For the remaining activities, however, the proportion who became involved was very low compared to those who continued without involvement.

A final observation is that in most activities, participation during the freshman year at NCSU is lower than it was during the senior year in high school. In only two activities, "attending a chamber music concert" and "playing a musical instrument" did the percentage participating increase.

On-Campus Housing Preference (Table 8)

Combination of appropriate categories in Table 8 indicates a substantial initial difference in preference for single sex vs. coed housing among the three groups. For example, approximately 8 of 10 "off-campus" students, 2 of 3 "parents" students, but only 5 of 10 "on-campus" students initially indicated a preference for coed residence hall. During the year, changes in single sex vs. coed preference were about the same for each group, with about 20% changing from single sex to coed. Changes in the other direction were much smaller. These data indicate that freshman residence is not related to changes in residence hall preference but that it is related to initial preference. Also of interest is that, overall, the proportion of freshmen prefering a coed residence hall increased from 61.7% at the beginning of the year to 73.0% at the end of the year.

Religious Preference (Table 9)

No significant shifts in religious preference were reported by any of the residence groups. Although the differences were not significant, larger proportions of off-campus students expressed a preference for Roman Catholicism or no religious denomination than was true for "parents" and "on-campus" students. Approximately 90% of all freshmen expres ed preference for some religious denomination both initially and at the end of the freshman year, with a great majority of these being protestant.

Need For Special Assistance in Selected Areas (Table 10)

Table 10 provides a variety of information concerning student needs for special assistance. Of first concern is the proportion actually needing special

assistance and a comparison by residence. Combination of appropriate categories in the Total column indicates that 61% of all freshmen reported a need for special help in math: 59% in writing; 45% in study skills; 39% in planning for a career; 37% in selecting an academic major or field of study; 25% in personal counseling; and 16% in reading skills. For those who needed help, responses varied considerably depending on the assistance needed. From the total group approximately 38-39% sought and obtained assistance in math and writing, 5% sought help but did not obtain any, and 15-17% did not seek any help. However, for those needing help with study skills, only 11% obtained help, while another 31% needed but did not seek assistance. In addition to study skills, more than one-half of the students who needed special help did not obtain it in the following areas: reading skills, personal counseling and planning for a career or occupation. These data indicate a substantial level of need for special assistance, and furthermore that a substantial amount of this need was not met during the freshman year as a result o student failure to seek out help.

Another question of major interest is whether or not living off-campus is related to needing and seeking help in selected areas. With the exception of math, students who lived with their parents expressed less need for special assistance than the other two groups. Since the size of the parents group was so small, these differences were not large enough to be statistically significant, however.

In three areas: writing skills, study skills, and personal counseling, "off-campus" students were significantly more likely to say they needed but didn't seek help. In other areas, differences in these same categories were in the same direction but were not significant. There results indicate that for whatever reason, possibly because of the lack of proximity to their residence, off-campus students are more likely not to seek help when they needed it than was true for those who lived on-campus.

TABLE 1

CHANGES IN EDUCATIONAL GOAL

	Off Campus	Parents	On Campus	TOTAL
What is the highest level of education you plan to complete?				
Raised level	17.5%	14.3%	13.6%	14.8%
No change	56.2	68.6	69.7	66.2
Lowered level	26.3	17.1	16.7	19.0
% Advanced Degree				
1st. Response	47.8	33.9	46.7	45.7
2nd. Response	44.3	38.0	44.0	43.7
N =	67	33	211	311

TABLE 2

CHANGES IN POLITICAL VIEWS

	Off Campus	Parents	On Campus	TOTAL
How would you characterize your political views?				
More liberal	20.1%	13.0%	15.5%	16.3%
No change	59.1	74.0	66.6	65.8
More conservative	20.8	13.0	17.9	17.9
% Liberal				
1st. Response	36.7	8.8**	27.7	27.8
2nd. Response	34.2	12.2*	27.3	27.5
% Middle of the road				
1st. Response	48.1	75.5*	58.8	58.1
2nd. Response	48.1	68.7	54.5	54.6
% Conservative				
1st. Response	15.1	15.7	13.5	14.1
2nd. Response	15.0	19.1	18.2	17.6
N =	69	32	212	313

*Significantly different from off-campus.
**Significantly different from off-campus and on-campus.

TABLE 3

CHANGES IN CAREER PLANS OR CAREER GOALS

	Off Campus	Parents	On Campus	TOTAL
Do you have a particular career plan or career goal in mind at this time?				
Changed to yes	30.0%	35.2%	37.8%	35.8%
Remained yes	49.4	49.2	49.0	49.0
Remained no	15.2	13.0	9.4	11.1
Changed to no	5.9	2.5	3.7	4.1
N =	69	34	213	316
If this plan or goal different from your career plans when you entered NCSU?				
Yes	42.3	49.8	33.0	36.7
No	57.7	50.2	67.0	63.3
N =	58	28	189	275

TABLE 4

CHANGES IN CERTAINTY IN CHOICE OF A MAJOR

	Off Campus	Parents	On Campus	TOTAL
At this time have you decided on a major?				
Became more certain	25.3%	10.7%	26.4%	24.4%
No change	59.5	68.0	59.3	60.1
Became less certain	15.2	21.3	14.3	15.5
% Certain				
1st. Response	41.8	53.3	44.9*	45.3
2nd. Response	48.4	42.7	56.4	52.8
N =	69	34	213	316

*Significantly different from second response of on-campus students.

TABLE 5

CHANGE IN IMPORTANCE OF THE FOLLOWING GOALS

	Off campus	Parents	On campus	TOTAL
Preparing for a career or a good job after graduation				
More important	6.5	10.9	5.6	6.4
No change	78.0	73.8	85.0	82.1
Less important	15.5	15.3	9.4	11.5
% Very Important				
1st. Response	91.8	89.1	92.4	91.7
2nd. Response	82.7	84.7	88.9	87.2
N =	68	33	211	312
Personal development - understanding one's own abilities, limitations, interests, and standards of behavior				
More important	11.2	19.1	18.8	17.3
No change	67.7	58.4	72.9	70.4
Less important	21.1	22.5	8.3*	12.4
% Very Important				
1st. Response	78.1	67.2	70.8***	71.7
2nd. Response	69.9	63.7	79.9**	75.9
N =	67	32	208	307
Acquiring a background for further education in a professional, scientific, or scholarly field				
More important	12.4	17.7	18.5	17.1
No change	66.9	49.8	64.4	63.5
Less important	20.8	32.4	17.2	19.4
% Very Important				
1st. Response	73.6	70.4	70.2	71.1
2nd. Response	67.7	55.7	72.0	69.2
N =	70	33	212	315

TABLE 5 (Cont.)

	Off campus	Parents	On campus	TOTAL
Social development - gaining experience & skill in relating to other people				
More important	19.0%	21.8%	20.1%	20.2%
No change	54.5	68.7	63.9	62.2
Less important	26.5	9.5	16.0	17.6
% Very Important				
1st. Response	54.7	47.0	60.3	57.7
2nd. Response	47.2	59.1	65.3*	60.6
N =	68	32	212	312
Developing an ability to think critically & to understand the origin, nature, and limitations of knowledge				
More important	18.0	20.3	21.9	20.8
No change	60.0	71.3	61.7	62.3
Less important	22.0	8.4	16.4	16.9
% Very Important				
1st. Response	54.5	38.0	51.4	56.5
2nd. Response	54.7	43.0	56.8	54.6
N =	68	33	212	313
Developing an understanding and appreciation of science & technology				
More important	9.5	16.8	17.8	15.9
No change	64.1	56.7	63.1	62.8
Less important	26.4	26.5	19.1	21.3
% Very Important				
1st. Response	60.0***	40.9	48.2	49.8
2nd. Response	41.4	26.2	46.9**	43.4
N =	66	33	212	311
Developing an ability to write and to speak clearly, correctly, & effectively				
More important	26.0	33.9	30.1	29.6
No change	50.6	39.9	51.4	49.8
Less important	23.5	26.2	18.5	20.6
% Very Important				
1st. Response	33.8	37.4	32.8***	33.4
2nd. Response	44.3	41.7	42.7	42.8
N =	66	33	212	311

TABLE 5 (Cont.)

	Off campus	Parents	On campus	TOTAL
Knowing how to participate effectively as a citizen in one's community and in wider areas				
More important	11.0**	37.0	25.6	23.7
No change	62.0	49.2	56.6	56.7
Less important	27.0	13.8	17.8	19.6
% Very Important				
1st. Response	33.0	29.9	35.2	34.0
2nd. Response	23.8****	50.8	43.4	40.0
N =	68	33	211	312
Acquiring a broad cultural & literary education				
More important	17.0	12.8	15.8	15.7
No change	60.5	68.6	62.2	62.6
Less important	22.5	18.7	22.0	21.7
% Very Important				
1st. Response	32.2	28.6	31.7	31.3
2nd. Response	22.5	23.7	25.5	24.6
N =	68	33	212	313
Developing an appreciation and enjoyment of art, music & literature				
More important	17.9	16.8	19.6	19.1
No change	52.4	67.9	59.5	58.9
Less important	29.6	15.3	20.9	22.0
% Very Important				
1st. Response	27.5	26.2	18.9	21.7
2nd. Response	16.8	32.1	19.6	20.4
N =	66	33	210	309
Understanding different philosophies, cultures, and ways of life				
More important	10.4	17.7	19.8	17.6
No change	63.3	62.0	55.7	57.7
Less important	26.3	20.3	24.5	24.7
% Very Important				
1st. Response	17.7	16.8	18.8	18.6
2nd. Response	10.1	20.2	20.7	18.6
N =	67	33	212	312

*Significantly different from off-campus.
**Significantly different from parents.
***Significantly different from second response.
****Significantly different from parents and from on-campus.

TABLE 6

CHANGES IN AGREEMENT OR DISAGREEMENT WITH EACH OF THE FOLLOWING ISSUES

	Off campus	Parents	On Campus	TOTAL
Women should receive the same salary and opportunities for advancement as men in comparable positions				
More agreeable	20.0%	21.7%	21.2%	20.9%
No change	76.6	72.4	74.2	74.7
Less agreeable	3.4	5.9	4.5	4.4
% Agree & Strongly Agree				
1st. Response	96.6	100.0	98.6	98.4
2nd. Response	98.3	96.7	97.1	97.5
N =	70	33	213	316
Faculty promotions should be based in part on student evaluations				
More agreeable	33.3	27.1	34.5	33.4
No change	57.6	61.1	53.2	55.0
Less agreeable	9.1	11.8	12.3	11.6
% Agree & Strongly Agree				
1st. Response	75.9	81.3	81.1	79.7
2nd. Response	86.7	88.2	86.3	86.5
N =	69	33	209	311
Universities should restrict enrollment in degree programs in which supply of graduates exceeds demand				
More agreeable	27.5	14.8	24.5	24.1
No change	47.2	68.8	46.0	48.9
Less agreeable	25.3	16.5	29.5	27.0
% Agree & Strongly Agree				
1st. Response	50.6	46.0	44.6	46.3
2nd. Response	53.6	49.2	42.4	45.7
N =	69	34	208	311
Marijuana should be legalized				
More agreeable	23.6	14.9	22.8	22.4
No change	62.5	59.9	57.3	58.4
Less agreeable	13.9	25.2	19.9	19.1
% Agree & Strongly Agree				
1st. Response	40.0*	35.5	24.5	28.7
2nd. Response	48.7*	34.7	29.3	34.0
N =	66	32	205	303

TABLE 6 (Cont.)

	Off campus	Parents	On campus	TOTAL
Colleges would be improved if organized sports were de-emphasized				
More agreeable	23.3	39.3	24.0	25.2
No change	55.8	55.0	54.8	55.3
Less agreeable	20.9	5.7	21.2	19.5
% Agree & Strongly Agree				
1st. Response	14.8**	5.7**	10.1**	10.5
2nd. Response	46.9*	27.0	17.9	25.2
N =	69	34	210	313
Students from disadvantaged social backgrounds should be given preferential treatment in college admissions.				
More agreeable	16.6	22.1	18.5	18.2
No change	53.8	57.6	54.1	54.4
Less agreeable	29.6	20.3	27.5	27.4
% Agree & Strongly Agree				
1st. Response	21.5	25.6	22.4	22.5
2nd. Response	22.6	24.7	21.0	21.8
N =	70	33	204	307
College students attending public universities should pay a greater proportion of the cost to educate themselves.				
More agreeable	18.3	15.7	19.6	18.7
No change	52.6	65.9	51.4	53.3
Less agreeable	29.1	18.4	29.0	28.0
% Agree & Strongly Agree				
1st. Response	17.2	18.4	11.5	13.5
2nd. Response	15.7	13.0	12.9	13.5
N =	65	33	206	304
Open admissions (admitting anyone who applies) should be adopted by all publicly supported colleges				
More agreeable	15.7	24.5	12.1	14.0
No change	54.4	53.4	60.8	58.6
Less agreeable	29.9	22.0	27.0	27.4
% Agree & Strongly Agree				
1st. Response	18.3*	6.5	8.5	10.5
2nd. Response	9.2	16.3*	5.2	7.3
N =	70	34	210	314

*Significantly different from on-campus.
**Significantly different from second response.

TABLE 7

CHANGES IN PARTICIPATION IN SELECTED ACTIVITIES

	Off Campus	Parents	On Campus	TOTAL
Visited an art exhibit, gallery or museum?				
Changed to yes	4.2%	11.8%	12.0%	10.3%
Remained Yes	48.4	43.5	49.2	48.4
Changed to No	28.7	25.5	21.7	23.7
Remained No	18.7	19.5	17.1	17.6
N =	69	34	209	312
Attended a play, musical or outdoor drama?				
Changed to Yes	12.8	- *	10.9	10.3
Remained Yes	30.7	24.7	46.4***	40.6
Changed to No	44.7	41.8	30.8*	35.2
Remained No	11.8	33.5**	11.8	13.9
N =	69	34	207	310
Attended a symphony concert?				
Changed to Yes	6.0	11.8	23.3*	18.0
Remained Yes	15.5	5.9	12.1	12.5
Changed to No	20.5	11.8	11.8	13.8
Remained No	58.0	70.4	52.8	55.7
N =	68	33	204	305
Done any wood working, ceramics, weaving or other craft?				
Changed to Yes	6.6	5.4	2.5	3.9
Remained Yes	21.1	15.1	20.5	19.9
Changed to No	28.8	17.8	29.2	28.0
Remained No	43.5	61.7	47.8	48.2
N =	69	33	205	307
Done any painting, sculpture, etching, etc.?				
Changed to Yes	8.5	5.9	6.0	6.5
Remained Yes	10.0	13.4	13.9	13.3
Changed to No	23.0	15.3	16.7	17.8
Remained No	58.5	65.4	63.4	62.5
N =	68	34	207	309

TABLE 7 (Cont.)

	Off Campus	Parents	On Campus	TOTAL
Attended a chamber music concert?				
Changed to yes	13.1%	10.9%	14.7%	14.0%
Remained Yes	7.0	6.8	3.5	4.7
Changed to No	7.6	3.5	6.4	6.4
Remained No	72.3	78.8	75.4	74.9
N =	67	33	199	299
Played a musical instrument?				
Changed to Yes	14.0	16.5	11.6	12.9
Remained Yes	5.1	3.3	6.6	5.5
Changed to No	12.5	6.[illegible]	5.2	7.1
Remained No	68.4	73.7	76.5	74.4
N =	70	34	205	309
Attended a classical ballet performance?				
Changed to Yes	6.8	5.9	8.7	7.7
Remained Yes	2.5	5.0	2.3	2.8
Changed to No	10.3	5.0	8.7	8.5
Remained No	80.3	84.1	80.2	80.9
N =	67	33	199	299
Participated in the production of a play, performance, etc.?				
Changed to Yes	4.2	3.3	4.1	4.2
Remained Yes	2.5	5.7	4.8	4.5
Changed to No	35.4	30.3	26.4	28.6
Remained No	58.0	60.7	64.6	62.7
N =	69	34	205	308
Sing in a choral or concert recital?				
Changed to Yes	2.5	-	1.4	1.6
Remained Yes	3.4	6.5	5.0	4.5
Changed to No	15.2	10.7	17.0	16.1
Remained No	78.9	82.8	76.7	77.7
N =	69	34	207	310

*Significantly different from off-campus.

**Significantly different from off-campus and from on-campus.

***Significantly different from off-campus and from parents.

TABLE 8

CHANGES IN PREFERENCES FOR ON CAMPUS HOUSING ARRANGEMENTS

	Off campus	Parents	On campus	TOTAL
Changed to single sex from coed	6.8%	-%	9.1%	7.9%
Continued to prefer single sex	3.4	10.7	25.2*	19.1
Changed to coed from single sex	16.7	21.6	19.6	19.2
Continued to prefer coed	73.1	67.7	46.1**	53.8
N =	65	29	209	303

*Significantly different from off-campus.

**Significantly different from off-campus and from parents.

TABLE 9

RELIGIOUS PREFERENCE

	Off-campus		Parents	
	1st. Response	2nd. Response	1st. Response	2nd. Response
Protestant	75.7	77.2	85.1	79.0
Roman Catholic	10.8	9.3	-	2.7
Jewish	-	-	-	-
Other	-	2.5	5.4	2.7
None	13.5	11.1	9.5	15.7
N =	69	69	32	32

	On-campus		TOTAL	
	1st. Response	2nd. Response	1st. Response	2nd. Response
Protestant	84.2	80.3	82.3	79.1
Roman Catholic	3.9	4.6	5.1	5.5
Jewish	1.0	1.0	0.6	0.6
Other	2.4	4.6	2.3	4.2
None	8.4	9.5	9.7	10.6
N =	210	210	311	311

TABLE 10

NEED FOR SPECIAL ASSISTANCE IN SELECTED AREAS

	Off campus	Parents	On campus	TOTAL
Selecting an academic major or field of study				
Needed and obtained help	25.3%	28.0%	21.7%	22.8%
Needed and sought; didn't obtain	0.8	2.5	5.0	4.2
Needed but didn't seek	16.2	3.8	9.8	10.6
Didn't need help	57.7	65.7	63.5	62.5
N =	68	31	213	312
Writing Skills				
Needed and obtained help	33.1	25.6	43.0	39.2
Needed and sought; didn't obtain	9.4	2.5	3.8	4.8
Needed but didn't seek	22.3*	19.6	12.0	15.0
Didn't need help	35.2	52.3	41.2	41.1
N =	68	33	213	314
Reading Skills				
Needed and obtained help	4.2	6.8	5.1	5.1
Needed and sought; didn't obtain	-	-	2.8	1.9
Needed but didn't seek	14.5	3.5	8.5	9.2
Didn't need help	81.3	89.7	83.5	83.8
N =	68	33	213	314
Study Skills				
Needed and obtained help	9.4	11.8	11.5	11.1
Needed and sought; didn't obtain	5.2	2.5	1.2	2.5
Needed but didn't seek	40.9	11.8**	31.2	31.2
Didn't need help	44.5***	73.8	56.0	55.1
N =	68	33	213	314
Mathematics				
Needed and obtained help	30.0	46.7	40.0	38.4
Needed and sought; didn't obtain	5.9	5.9	5.2	5.4
Needed but didn't seek	20.1	17.7	16.2	17.5
Didn't need help	44.0	29.6	38.6	38.7
N =	69	33	213	315

TABLE 10 (Cont.)

	Off campus	Parents	On campus	TOTAL
Personal Counseling				
Needed and obtained help	21.3%*	21.2%	6.4%	11.5%
Needed and sought; didn't obtain	-	2.5	3.0	2.2
Needed but didn't seek	17.8	- **	10.8	11.1
Didn't need help	60.9*	76.3	79.8	75.2
N =	68	33	213	314
Planning for a career or occupation				
Needed and obtained help	17.8	14.7	17.4	17.3
Needed and sought; didn't obtain	4.2	5.0	6.0	5.7
Needed but didn't seek	21.1	10.9	16.1	16.3
Didn't need help	56.9	69.4	60.5	60.7
N =	68	32	213	313

*Significantly different from on-campus.

**Significantly different from on-campus and from off-campus.

***Significantly different from parents.